

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Health and Social Care Health and Social Care with Professional Practice Year
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA (University Square Campus)
Mode(s) of Study and Duration	Full-time over 3 years Part-time pathway typically over 6 years 4 years full-time with Professional Practice Year
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	590
External Benchmarking	QAA Quality Code section A1 (The Framework for Higher Education Qualifications): Level 6 QAA Subject Benchmark Statements Social Policy 2016
Entry Month(s)	October and February October only for with Professional Practice Year

Why study this course

The BA (Hons) Health and Social Care has a vocational, equality-focused approach, which will develop the skills and confidence you need for effective practice in a range of multidisciplinary settings working with vulnerable groups. You will develop a critical understanding of theory, policy and the importance of anti-discriminatory and evidence based practice in relation to health, welfare and social care both nationally and internationally.

Educational Aims

Educational aims of the BA (Hons) Health and Social Care are:

- To develop comprehensive knowledge of health and social care, and the wider social, policy, legal and organisational environment within which they are situated both within the UK and internationally.

- To develop key transferable skills that enhance the employability of health and social care graduates within a flexible labour market.
- To develop an awareness and understanding of the nature of discrimination and inequality in health and social care and of measures to combat their effects.
- To develop the ability to work co-operatively and collaboratively as a means of addressing some of the complexities inherent in health and social care services.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
Full-time study including the 4 year with Professional Practice Year route				
TBC	4	30	Introduction to Health and Social Care	Core
TBC	4	30	Skills for the Social Sciences	Core
TBC	4	30	Understanding the Human Services	Core
TBC	4	30	Law, Society and Controversy	Core
TBC	5	30	Global Public Health	Core
TBC	5	15	The Social Sciences at Work	Core
TBC	5	15	Multi-Agency Working	Core
TBC	5	30	Researching, Representing and Evidencing the Social World	Core
			Plus two of the following options:	
TBC	5	15	Refugees, Displacement and the Politics of Migration	Option
TBC	5	15	Mental Health and Society	Option
TBC	5	15	Disability in Childhood: critical perspectives on policy and practice	Option
TBC	5	15	Comparing Welfare Internationally	Option
ASS080-2	5	0	Professional Practice Year (Applied Social Studies)	Core for students on 'with Professional Practice Year' only

TBC	6	45	Independent Project in Health and Social Care	Core
TBC	6	30	Health Issues in Gender, Age and Ethnicity	Core
			Plus 45 credits from the following options:	
TBC	6	30	Safeguarding Across the Lifespan	Option
TBC	6	30	Innovations in the Human Services	Option
TBC	6	15	Disability Politics and Protest	Option
TBC	6	15	Care of Older People: Health and Social Care in an Ageing Society	Option
TBC	6	15	Leadership and Management in the Human Services	Option

Course-Specific Regulations

None

Entry requirements

Standard

Additional Course Costs

None

Graduate Impact Statements

The course has been designed to develop graduates who can:

- Apply up-to-date subject-specific knowledge and assess and evaluate the impact of new policies on different service user groups, writing briefings and reports and be focused on ensuring best practice within the area of health, welfare and social care
- Work independently, using his/her initiative, and flexibility as part of a multi-agency team in collaboration with other professionals in a variety of settings to assess, reach conclusions and develop solutions that address health and social care needs of individuals and hard to reach groups with a commitment to equal opportunities and anti-discriminatory practice.
- Carry out systematic reviews of research in particular areas, carry out small scale research studies, audits, evaluations of issues requiring investigation and action by employing organisations

Course Learning Outcomes

At the end of the course, a graduate of typical standard will be able to:

1. articulate reasoned arguments that demonstrate a critical understanding of the relationship between welfare, social need, health, health and social care, and social organisation in advanced industrialised and developing societies globally;

2. locate welfare, health and social care issues within historical, contemporary and international legal, policy and organisational contexts;
3. critically evaluate the mixed economy of welfare and the interrelationships between health and social care and between the agencies, practitioners and individuals involved in their provision;
4. work both independently and collaboratively to demonstrate conceptualised understanding and critical awareness of a range of issues and theories related to the impact of difference and diversity on the incidence and experience of illness, impairment and ageing in advanced industrialised and developing societies globally;
5. critically evaluate and synthesise sources of knowledge of different theoretical approaches to social problems and issues demonstrating an in-depth knowledge of one or more areas of health and social care;
6. critically appreciate key research methodologies and techniques and the role of social research in understanding health and social care
7. conduct an in-depth piece of independent research related to a relevant social problem relating to health and social care to enhance future employability, including defining a research problem/question; choosing appropriate methodologies; demonstrating awareness of ethical issues and obtaining the appropriate ethical approval; demonstrate the ability to reason about the data and synthesise and present the findings effectively; and discuss the findings in terms of previous research.

In order to qualify for the award of BA (Hons) Health and Social Care (with Professional Practice year) students will need to meet all of the outcomes above and:

- Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

PSRB details

None

Learning and Teaching

The course is normally delivered across three academic years and teaching takes place in lectures, workshops and seminars. Teaching is underpinned by research and teaching staff have both research as well as health/social care professional practice experience, bringing both practice and research to the curriculum. Learning in your first year is guided by tutors and is designed as an introduction to theory, policy, social/care issues and research. It is focused on developing the study skills you will need to succeed. You build on this learning at Level 5 through a mix of subject-specific knowledge and a focus on skills required in human services work, with an emphasis on option choices that will allow you to choose the direction of your learning in line with your future employment goals. You will be expected to undertake group work as a part of this course at Levels 4 and 5 but you will receive an individual grade for any such work unless otherwise stated in the relevant assignment brief. At Level 6, teaching is focused on specialist subject knowledge, problem-solving, case studies and evaluating policy and practice. You will work more independently and manage your own studies with aim of ensuring that you have the skills to continue learning in new settings and situations. The final year project/dissertation allows you to research, in-depth, an area of health or social care that interests you and demonstrate your research skills, your ability to work independently, your ability to assess different types of data and present your findings and recommendations clearly in an appropriate format. A Virtual Learning Environment (VLE) is utilised at all levels of study and it contains a variety of material and is used in a variety of ways including interactive activities, e-learning and accessing sites elsewhere that provide practice at certain skills.

Assessment

The assessment methods include course work, such as essays, reports and case studies, in-class tests and examinations, presentations and group work, such as group poster presentations, group wikis and taking part in a case conference. Working in groups is an important attribute and as part of the assessment process you will work in groups with others. However, your contribution will be individually graded and you will receive a grade based on your contribution to the assessed group work. At Level 4, coursework, in-class assessments and examinations allow you to demonstrate your understanding of policy, legislation and key issues in health/social care. In subsequent years, at higher levels, you will demonstrate your ability to problem-solve, assess differing arguments and apply your learning. The tutor feedback on the different assessments will help you develop transferable skills and knowledge steadily across the course allowing you to improve your performance on subsequent assessments. Assessment methods used also develop key skills needed for employment in the health and social care field, such as group work, report writing and the ability to communicate clearly both in writing and verbally. The final year Project allows you undertake an in-depth research project and communicate knowledge, findings and recommendations demonstrating your ability to implement and deliver a self-directed, complex and solution focused task.

Assessment Map

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Semester-teaching weeks		2	3	4	5	6	7	8	9	10	RW	11	12	RV	EX	1	2	3	4	5	6	7	8	9	10	11	12	RW	RV	EX	
IHSC	C							Cw-rw			F/G Cw-ess			F/G																	
SSS	C			Cw-port			F/G					Cw-prj		F/G																	
UHS	C																				cw-ess			F/G						Pj-art	
LSC	C																								Wr-i			F/G		EX	
GPH	C					Cw-cs			F/G			Pj-coll		F/G																	
SSW	C																													Cw-eport	
MAW	C										Pr-oral			F/G																	
RRESW	C														Cw-epo-rt			F/G													
RDPM	O																										Wr-i			F/G	
MHS	O																									Wr-i				F/G	
DCCPPP	O																										Cw-cs			F/G	
CWI	O																													Ex-ot	
IPHSC	C					Cw-cs			F/G																				PJ-proj		
HIGAE	C																				Cw-ot			F/G			Wr-i			F/G	
SAL	O						Ex-ot			F/G			Cw-cs		F/G																
CIHSDCP	O						Wr-i			F/G			Pj-proj		F/G																
DPP	O												Pr-oral		F/G																
COPHSAS	O					A			F			Wr-i		F/G															A		
LMHS	O											Cw-port		F/G																	

RW = central university reading week

RV = revision week

EX = exam week

A - Assessment

F – Feedback/grade due - 15 working days after submission

Developing your employability

You will take part in lectures and workshops looking at key issues in health and social care, which will enable you to develop your critical thinking, problem solving and evaluation skills. social issues to enable to you to develop critical positions. Some of your assignments and learning is based on real case studies allowing you to reflect on issues that arise in practice. Group work will assist you in develop skills in collaborative working and prepare you for multi-agency working in health and social care. You will also do a core work-based learning unit, *Preparing for Employment in the Human Services*, in your second year (Level 5) of study, which will further develop employability skills. Our Careers Service will also assist you in getting ready for work, writing a good CV and developing interview skills. Your final year Project will allow to research an area that you are interested in linked to your future career path. Teaching on key issues related to work in the human services, such as ethics, interpersonal communication, working with difference and diversity as well as safeguarding will provide you with a further skills and knowledge required in all areas of employed in health and social care

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

After Graduation

The degree prepares graduates for a range of roles in the wider health and social care sectors, including the not-for-profit (voluntary), private sector and public sector. Typical graduate destination for Health and Social Care students include

- Direct work with service users in areas such as:
 - Children and families
 - Drug and alcohol misuse
 - Mental health
 - Services for older and disabled people, young people
- Work in other areas of the human services such as:
 - Health promotion/Public Health
 - Welfare
 - Community development

Further study at Masters level (Level 7), for example, MSc Social Work, MSc Public Health, MA International Social Work and Community Development, MA Childhood and Youth: Applied Perspectives

Additional Information

Student Support during the course

All students will be allocated a personal academic tutor at the start of the course. The personal academic tutor will provide students with personal tutorials providing academic support and monitoring of academic and professional development. For part-time students, the initial meeting with personal academic tutors will focus on clarifying the study programme and making unit choices, where required, to ensure a progressive and meaningful academic pathway over the duration of the course. Unit leads and the course coordinators are available to discuss unit and course level concerns through published

office hours and personal appointments arranged by e-mail. Peer Assisted Learning (PAL) is also part of the Level 4 (first year) curriculum. As you enter your first year of University you may have a lot of questions and concerns about the course you are doing, your lectures, using the library, finding your way on campus, the subjects you are covering, the preparing and submitting assignments, and so on. PAL sessions are designed to help you address these. PAL sessions are compulsory timetabled lessons, but they are less formal than the lectures and seminars that you will be getting used to. They are run by specially trained second and third year students who studied the same material as you in their first years, and who will be able to give you their advice and the benefit of their experience. You will work through hand-outs, notes, textbooks and set reading based on your course material. These small group sessions are designed to help you to achieve your full potential in your first year and to set you on the path to excel throughout your degree.

The core Level 4 unit *Skills for Social Scientists* develops both students' study skills and Academic English skills required to succeed. The feedback given to students as part of the assessment process will enable self-assessment and development of learning and skills, and promote progress to overcome any learning problems identified. Tutors will also refer students onto appropriate services in the event of issues that lie outside the boundaries of the tutor.

For students requiring additional input on study and/or academic writing skills, the teaching team will advise students to make use of Professional and Academic Development (PAD) study support drop-ins where appropriate support can be provided to support particular learning needs. For students where English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. For students needing further assistance with developing their IT skills, Library Services offer tutor lead computer skills training workshops.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	Equality and diversity considerations are important in all aspects of the approach to teaching and learning on the course and each of the impact assessments accord with: Equalities Challenge Unit (ECU) guidance available at: http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Where units include use of e-learning or work-based learning, any difficulties students may encounter are addressed by unit coordinators
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion

Faculty	Health and Social Sciences
Portfolio	Undergraduate Applied Social Studies
Department/School	Applied Social Studies
Course Coordinator	Sue Malherbe
Trimester pattern of operation	Oct (Semester 1), Feb (Semester 2)
PSRB renewal date (where recognised)	
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	Approval Panel
Date of approval (dd/mm/yyyy)	27/02/2017
Implementation start-date of this version (plus any identified end-date)	2017
Study model type (e.g. study centre)	

Form completed by:

Name:Sue Malherbe..... **Date:** ...20 November 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Health and Social Care Health and Social Care with Professional Practice Year
Qualification	BA (Hons)
Route Code (SITS)	BAHTS-S BAHSPAAF
Faculty	Health and Social Sciences
Department/School/Division	Applied Social Studies
Version Number	1/17

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	New Skills	ASS010-1	New Law, Society	New Human Services	ASS007-2	ASS069-2	New Research	New WBL	ASS058-2	ASS061-2	ASS068-2	ASS062-2	New Project	ASS006-3	New Safeguarding	ASS034-3	New Disability	New Older People	New Leadership
Level	4	4	4	4	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6
Credits	30	30	30	30	30	15	30	15	15	15	15	15	15	30	30	30	15	15	15
Core or option	C	C	C	C	C	C	C	C	O	O	O	O	C	C	O	O	O	O	O
Course Learning Outcome (number)				<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>															
1					LO1 LO2					LO1 LO2	LO1 LO2			LO2		LO2			
2			LO1								LO1 LO2			LO2	LO1	LO2			
3			LO2	LO1	LO1 LO2			LO1 LO2			LO1 LO2				LO1 LO2	LO1			
4		LO1 LO2		LO2	LO1 LO2	LO1 LO2						LO2		LO1 LO2		LO1	LO1 LO2	LO1 LO2	LO1 LO2
5									LO1 LO2			LO1	LO1 LO2			LO2	LO1 LO2	LO1 LO2	
6	LO2						LO1 LO2						LO1 LO2						
7													LO1 LO2	LO2					

Course Learning Outcomes

1. articulate reasoned arguments that demonstrate a critical understanding of the relationship between welfare, social need, health, health and social care, and social organisation in advanced industrialised and developing societies globally;
2. locate welfare, health and social care issues within historical, contemporary and international legal, policy and organisational contexts;
3. critically evaluate the mixed economy of welfare and the interrelationships between health and social care and between the agencies, practitioners and individuals involved in their provision;
4. work both independently and collaboratively to demonstrate conceptualised understanding and critical awareness of a range of issues and theories related to the impact of difference and diversity on the incidence and experience of illness, impairment and ageing in advanced industrialised and developing societies globally;
5. critically evaluate and synthesise sources of knowledge of different theoretical approaches to social problems and issues demonstrating an in-depth knowledge of one or more areas of health and social care;

6. critically appreciate key research methodologies and techniques and the role of social research in understanding health and social care
7. conduct an in-depth piece of independent research related to a relevant social problem relating to health and social care to enhance future employability, including defining a research problem/question; choosing appropriate methodologies; demonstrating awareness of ethical issues and obtaining the appropriate ethical approval; demonstrate the ability to reason about the data and synthesise and present the findings effectively; and discuss the findings in terms of previous research.

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Health and Social Care
	BA (Hons) Health and Social Care with Professional Practice Year

FHEQ Descriptor for a higher education qualification	QAA Quality Code FHEQ for level 6 2014	Course Learning Outcome(s)									
		1	2	4	5	6	7	8	9	10	
Bachelor's degrees with honours are awarded to students who have demonstrated:											
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		✓	✓	✓	✓	✓	✓				
an ability to deploy accurately established techniques of analysis and enquiry within a discipline				✓		✓	✓				
conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		✓		✓	✓						
an appreciation of the uncertainty, ambiguity and limits of knowledge		✓		✓	✓	✓	✓				
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).		✓		✓	✓	✓					
Typically, holders of the qualification will be able to:											
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		✓	✓	✓	✓	✓					
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		✓	✓	✓	✓	✓	✓				
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.		✓		✓	✓	✓					
And holders will have: the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.		✓		✓	✓		✓				

Subject Benchmark Statement(s)	<i>Social Policy 2016</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Knowledge and Understanding		
3.2.....Knowledge		
origins and development of UK welfare institutions and the social and demographic contexts in which they have operated		CLOs:1, 2, 3, 4
role, remit, organisation and contemporary activities and organisation of the main institutions of UK welfare systems, including the provision, financing and regulation of social security, education, health and social care, and housing		CLOs: 1, 2, 3, 4
framework, operation and financing of the processes of policy making and implementation		CLOs: 2, 3, 4
operation and impact of non-governmental sources of welfare, including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare		CLOs: 1, 2, 3, 4
main features of the interrelationship between social policies and differently placed communities, families and individuals		CLOs: 1, 2, 3, 4
ways in which other countries organise their social policies and welfare institutions and the effectiveness with which they realise objectives		CLOs: 2, 4
subnational and supranational dimensions of ...policy, including the role and organisation of the European Union and other regional organisations internationally		CLOs: 2, 3, 4
international and global contexts of Social Policy		CLOs: 2, 4
main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond		CLOs: 1, 2, 3, 4
key thinkers in the area and the theoretical and conceptual ideas and principles driving the development of the subject		CLOs: 1, 4, 5
significant sources of data about social welfare, and the main quantitative and qualitative social research approaches and methods used to collect and analyse data.		CLOs: 3, 4, 5, 6, 7
3.3.....Understanding		
a complex body of knowledge about the key concepts, theories and philosophies of welfare, including human needs, human well-being, and social welfare; poverty, inequality and social exclusion; citizenship and human rights; needs and social justice; social and cultural difference and diversity; theories of the state and policy making; theories and methods of comparative analysis		CLOs: 1, 2, 3, 4, 5, 6, 7
how welfare institutions operate within broader welfare systems		CLOs: 1, 2,3, 4
the complex multi-level legislative contexts in which Social Policy is developed and implemented, including local, regional, devolved, national and supranational environments.		CLOs: 1, 2,3, 4
impact of contemporary patterns, problems and persistence of social inequalities		CLOs: 1, 3, 4
where and in what ways individual and social well-being is not being achieved; and ways in which different social groups and individuals experience, respond to and contest social policies		CLOs: 1, 2, 3, 4, 5

interdisciplinary approaches to... topics and issues	CLOs: 1, 2,3, 4, 5
the political economy of welfare and how values and principles are related to political and economic interests	CLOs: 1, 2, 3, 4
the history of contemporary social problems and of... policy responses to them	CLOs: 1, 2, 4
how key 'drivers' such as globalisation, economic and demographic change affect ...policy making and the nature of the policy process	CLOs: 2, 3, 4
the strengths, weaknesses, limitations and appropriate applications of social research and social research methods, including ethical considerations in their production and use.	CLOs: 6, 7
3.4 Subject-specific abilities and skills	
use...established theories and concepts of...social sciences to analyse how social needs, social problems and policies themselves are constructed and understood in both national, international and global contexts	CLOs: 1, 2,3, 4, 5, 7
distinguish between, critically reflect on and evaluate different theoretical, empirical, normative, moral and political approaches to social problems and issues	CLOs: 2, 3, 4, 5, 7
understand the political and economic contexts of ...policy and ways in which these impact on policy development and implementation	CLOs: 1, 2, 3, 4, 5
locate, retrieve, interpret, evaluate, and apply relevant qualitative and quantitative data derived from social surveys and other sources	CLOs: 1, 2,3, 4, 5, 6, 7
undertake individually and/or collaboratively investigations of social questions, issues and problems. This involves the ability to frame appropriate research questions; identify suitable research problems; and techniques in the collection, management and manipulation of data, including secondary data, and other information; the use of established electronic databases for information retrieval; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.	CLOs: 1, 4, 5, 7
3.5 Generic Skills	
• problem-solving skills	CLOs: 1, 2,3, 4, 5, 6, 7
• social research skills	CLOs: 6, 7
• evaluative and analytical skills	CLOs: 1, 2,3, 4, 5, 6, 7
• sensitivity to the values and interests of others	CLOs: 1, 4, 5, 7
• an ability to relate to wider international and global contexts	CLOs: 1, 2, 4
• personal communication skills	CLOs: 1, 2,3, 4, 5, 6, 7
• self-management of learning and personal resilience	CLOs: 1, 2,3, 4, 5, 6, 7
• team-working skills	CLOs: 3, 4
• information and communications technology skills	CLOs: 1, 2,3, 4, 5, 6, 7

